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ABSTRACT

This document is an inventory of skills identified as necessary by professionals in the human services field specializing in child care. It is intended as a mechanism whereby educators can compare that which they teach against what the human services industry feels is relevant. Introductory material discusses the process of the occupational analyses, one of which resulted in this document; method employed; limitations; interpretation of industry data; and a narrative summary of industry data. The inventory of knowledge, skills, and attitudes necessary for successful participation in the human services field follows. The items are generally divided into knowledge and skills (child care) and general attitudes. Listings of the items indicate weightings assigned by industry representatives; numbers of representatives and percentages are given. The various weightings are essential, important, desirable, and not necessary. The average or mean scores are also given. (YLB)

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HUMAN SERVICES KNOWLEDGE, SKILLS, AND ATTITUDINAL INVENTORY: CHILD CARE SERVICES

Produced by
Hawaii Statewide Committee
on Human Services

September, 1987

State Board for Vocational Education

This report was prepared by Dr. William Broadbent, Coordinator of Planning and Evaluation for the State Board for Vocational Education. It was reviewed and edited by Dr. Lawrence Inaba, State Director for Vocational Education.

Preface

The Carl Perkins Act of 1984 requires that each state create technical committees to review the relevance of vocational curricula in terms of industry needs. This is a valid concern. In fact, were it not a federally mandated requirement, we would wish each of our teachers in Hawaii do this from time to time. We think that most of our professionals in the classrooms, laboratories and shops do this on an informal basis. This brief document is designed to help expedite and make overt the process. It is not a curriculum guide, but an inventory of skills identified as necessary by the technicians in industry. The document is a mechanism whereby each professional can reference that which he or she teaches against what industry feels is relevant. Use it to your advantage and to benefit those students enrolled in your program.

Gladys A. Brandt

Gladys A. Brandt
Chairperson of the State Board
for Vocational Education

Introduction

The Carl Perkins Vocational Education Act of 1984, PL 98-524 set new priorities for traditional occupations. Two basic themes emerged. These were "access to training" and "program improvement." This document is aimed at satisfying the latter objective.

In Section 111 (d) it is mandated that:

> "Each State board in consultation with the State council shall establish a limited number of technical committees to advise the council and the board on the development of model curricula to address State labor market needs. Technical committees shall develop an inventory of skills that may be used by the State board to define state-of-the-art curricula. Such inventory will provide the type and level of knowledge and skills needed for entry, retention and achievement in occupational areas taught in the State. The State board shall establish procedures for membership, operations, and duration of such committees consistent with the purposes of this act. The membership shall be representatives of (1) employers from any relevant occupation for which the committee is established; (2) trade or professional organizations representing any relevant occupations; and (3) organized labor where appropriate."

All prudent educators find it worthwhile from time to time to do a self-examination of their curriculum. When teaching a subject that clearly has occupational implications, it is important to reference what one teaches against that which industry thinks is relevant. Many times we choose to teach things for reasons understood by educators but not by industry. There is a system to learning which involves a rationale that is not always obvious immediately to laymen. However, if there is little or no congruence between the knowledge, skills, and attitudes and what we teach, something may be amiss. The inventory of skills that follows was prepared by persons having a broad range of interests in industry and concerns in academia. It may assist educators in determining if your core program is consistent with their thinking.

The rationale involves the following considerations. A review of your program may ultimately benefit students. It may make it easier for you to relate your curriculum to the needs of industry.

Purpose

In September of 1985, the State Board for Vocational Education in conformance with federal mandates and local inclinations mandated that at least two occupational analyses be undertaken each program year. These were and are to be done by technical committees that are to update occupational information produced in earlier skill assessment surveys. Two areas have already been reviewed and reports of findings published. These are "electronics" and "automotive technology." Two are presently under study. These are "human services" and "computer operations." This is the first of two reports on human services. This report involves only "child care services" which is a large and growing area in itself. A report on adult services is to follow. Adult services involve "care to the elderly" and "sentencing and offenders."

Acknowledgements

The members of the Human Services Technical Committee were selected with the assistance of the Vocational Education Coordinating Advisory Council and the Human Services staff of Honolulu Community College. The members were nominated officially by the Chief Administrative Officer, Dr. Albert Simone. Those who were selected and served on the Human Services Committee are:

Ms. Linda Buck
Director
Early School

Mr. James H. Denzer
Executive Director
Hawaii Child Centers

Dr. Cullen T. Hayashida
Project Director
Kuakini Gerontology Center

Ms. Dee Helber
Vocational Technical Specialist
Department of Education

Mr. Charles Larsen
Director
Seagull Schools Inc.

Ms. Jan Lee
Program Director
Early Childhood Education Centers

Ms. Kimiko Matsuda
Instructor
Early Childhood Education
Honolulu Community College

Ms. Eva Moravcik
Instructor
Early Childhood Education
Honolulu Community College

Mr. Calvin T. Sagara
Community Service Sentencing Program

Ms. Pat Sasaki
Program Specialist
Office of Aging

Mr. Guy W. Ward
Executive Director
Kindergarten and Children's Services

Method Employed

A review of relevant materials available through the auspices of other states was facilitated by the Western Curriculum Coordinating Center.

The Human Services Technical Committee, with the help of resource staff members from the State Board for Vocational Education, then developed a "template" or "inventory" of knowledge, skills, and attitudes necessary for successful participation in the human services field. Three versions of the inventory were developed and revised.

The third revision of the inventory was mailed to a representative sample of child care center directors and child care specialists for validation. Approximately 50 percent of the professionals and technicians surveyed returned comments and assessments of individual items during the four months allotted for the process. The results of the validation process and the weightings assigned to items listed on the inventory were again reviewed by the Technical Committee. The results are reported in this document which is succinct and designed to expedite easy perusal. The $\bar{X}$ symbol denotes average or mean score.

Limitations

Those from industry may not reflect the particular priorities of educators. It is to be remembered that their membership was selected from diverse public service agencies and private organizations. Often their individual priorities reflect the needs of their particular client groups. They may not reflect the specific skill requirements of novice generalists who have not determined the particular area of concentration they wish to direct their professional efforts or level of responsibility to which they may ultimately aspire. There may be other things that educators may teach which may be prerequisite to other types of learning which may not be self-evident to people directly involved in the employment marketplace.

Interpretation

The industry data, provided in part 2, may be interpreted using the following guidelines:

Average score of 2.4 or above "essential"

Average score of 2.0 or above "important"

Average score of 1.5 or above "desirable"

Summary

Site directors did not appear to value "theoretical knowledge" highly among new aides and teaching assistants. They prefer people who are "flexible," having an "understanding of children," and are willing to do "practical things" in an expedient manner. They place a premium on being able to identify children who show signs of becoming ill or are about to place themselves in precarious positions either physically or psychologically. They would prefer that preemptive action be taken to avoid both circumstances. They do not want excessive "parenting" on the part of child care technicians but they do want firm but compassionate behavior management. Attitude is seen as being very important. Child care specialists, at least at the outset of their careers, must be moderately motivated, loyal to child and organizations for which they work, and willing to adapt to new and unanticipated situations. They must be perceived by child and parent alike as a loving person. The tabular data tell a more complete story.

Child Care Services

Inventory of Knowledge, Skills, and Attitudes

I. **Knowledge and Skills/Child Care**

	Emphasis											
Weighting:	(3) Essential		(2) Important		(1) Desirable		(0) Not Necessary		Total		$\bar{X}$
	N	H%	N	H%	N	H%	N	H%	N	H%	
1.0 Knowledge of Basic Theories of Child Development											
1.1 Knowledge of key terms related to child development											
1.1(a) Aide	3	6.8	10	22.3	31	68.9	1	2.0	45	100.0	1.3
1.1(b) Teacher Assistant	10	22.3	24	53.4	11	24.3	0	0.0	45	100.0	1.9
1.2 Understand major theories of personality development											
1.2(a) Aide	1	2.0	9	20.0	25	55.7	10	22.3	45	100.0	1.0
1.2(b) Teacher Assistant	8	17.8	26	57.9	10	22.3	1	2.0	45	100.0	1.9
1.3 Knowledge of how heredity and environment affect individual development											
1.3(a) Aide	1	2.0	11	24.6	27	60.0	6	13.4	45	100.0	1.6
1.3(b) Teacher Assistant	9	20.0	19	42.4	17	37.6	0	0.0	45	100.0	1.8
1.4 Understand the physical emotional, social, and intellectual development of an infant											
1.4(a) Aide	3	7.0	10	23.3	17	39.6	13	30.1	43	100.0	1.7
1.4(b) Teacher Assistant	10	23.9	13	30.7	9	21.4	10	23.8	43	100.0	1.5
1.5 Understand the physical, emotional, social, and intellectual development of the child from one to three											
1.5(a) Aide	5	11.6	16	37.2	18	41.9	4	9.3	43	100.0	1.5
1.5(b) Teacher Assistant	17	40.4	15	35.8	8	19.1	2	4.7	43	100.0	2.1
1.6 Understand the physical, emotional, social, and intellectual development of the child from three to six											
1.6(a) Aide	9	20.0	23	51.2	12	26.6	1	2.2	45	100.0	1.9
1.6(b) Teacher Assistant	27	61.4	14	31.9	3	67.2	0	0.0	44	100.0	2.5
2.0 Knowledge of Relevant Sociology											
2.1 Understand family structures and functions											
2.1(a) Aide	3	6.6	10	22.3	25	55.5	7	15.6	45	100.0	1.2
2.1(b) Teacher Assistant	9	20.0	18	40.0	17	37.8	1	2.2	45	100.0	1.8
2.2 Understand factors contributing to responsible parenthood											
2.2(a) Aide	2	4.4	13	28.9	22	48.9	8	17.8	45	100.0	1.8
2.2(b) Teacher Assistant	10	22.2	20	44.5	13	28.9	2	4.4	45	100.0	1.8
2.3 Understand cross-cultural similarities and differences in family structures and child rearing practices											
2.3(a) Aide	3	6.6	9	20.1	25	55.7	8	17.6	45	100.0	1.6
2.3(b) Teacher Assistant	11	24.4	20	44.4	12	26.8	2	4.4	45	100.0	2.1

Inventory of Knowledge, Skills, and Attitudes

I. **Knowledge and Skills/Child Care**

	Emphasis											
Weighting:	(3) Essential		(2) Important		(1) Desirable		(0) Not Necessary		Total		$\bar{X}$
	N	H%	N	H%	N	H%	N	H%	N	H%	
3.0 Skill Competency/Infants											
3.1 Carry infant											
3.1(a) Aide	6	16.6	9	25.0	3	8.3	18	50.1	36	100.0	1.0
3.1(b) Teacher Assistant	9	25.0	6	16.7	2	5.5	19	52.8	36	100.0	1.1
3.2 Diaper and dress											
3.2(a) Aide	7	18.9	10	27.0	3	8.1	17	46.0	37	100.0	1.2
3.2(b) Teacher Assistant	10	27.0	10	19.0	2	5.4	18	48.6	37	100.0	1.2
3.3 Identify and describe symptoms of illness to a physician											
3.3(a) Aide	8	19.5	19	46.4	11	26.8	3	7.3	41	100.0	1.8
3.3(b) Teacher Assistant	16	40.0	15	37.6	6	15.0	3	7.4	40	100.0	2.1
3.4 Ability to perform home care nursing functions											
3.4(a) Aide	3	8.1	2	5.4	14	37.9	18	48.6	37	100.0	.7
3.4(b) Teacher Assistant	5	14.0	8	22.2	8	22.2	15	41.6	36	100.0	1.1
3.5 Ability to meet teething needs of infants											
3.5(a) Aide	1	2.7	5	13.8	11	30.6	19	52.9	36	100.0	.7
3.5(b) Teacher Assistant	5	14.2	7	20.0	4	11.4	19	54.4	35	100.0	.9
3.6 Be able to relate to teachers/adults											
3.6(a) Aide	24	57.1	17	40.5	1	2.4	0	0.0	42	100.0	2.5
3.6(b) Teacher Assistant	33	80.5	8	19.5	0	0.0	0	0.0	41	100.0	2.8
4.0 Skills Competency/Toddlers and Preschoolers											
4.1 Assist child in feeding self											
4.1(a) Aide	13	31.0	12	28.5	8	19.0	9	21.5	42	100.0	1.7
4.1(b) Teacher Assistant	19	45.3	10	23.8	4	9.6	7	21.3	42	100.0	1.9
4.2 Meal planning											
4.2(a) Aide	1	2.4	4	9.7	11	26.9	25	70.0	41	100.0	.5
4.2(b) Teacher Assistant	6	14.6	9	21.9	6	14.6	20	48.9	41	100.0	1.0
4.3 Assist child in dressing self											
4.3(a) Aide	12	28.5	15	35.8	8	19.0	7	16.7	42	100.0	1.8
4.3(b) Teacher Assistant	16	38.0	14	33.4	5	11.9	7	16.7	42	100.0	1.9
4.4 Facilitate toilet training											
4.4(a) Aide	11	26.8	11	26.8	10	23.4	9	23.0	41	100.0	1.6
4.4(b) Teacher Assistant	16	39.0	9	21.9	7	17.1	9	22.0	41	100.0	1.8
4.5 Child management											
4.5(a) Aide	23	52.2	15	34.1	5	11.5	1	2.2	44	100.0	2.4
4.5(b) Teacher Assistant	37	84.0	5	11.4	1	2.3	1	2.3	44	100.0	2.8
4.6 Observe, record and report behavior of children in care											
4.6(a) Aide	8	18.1	16	36.4	16	36.4	4	9.1	44	100.0	1.6
4.6(b) Teacher Assistant	25	56.9	14	31.9	3	6.8	2	4.4	44	100.0	2.4

Inventory of Knowledge, Skills, and Attitudes

I. Knowledge and Skills/Child Care

Weighting:	(3) Essential		(2) Important		(1) Desirable		(0) Not Necessary		Total		$\bar{X}$
	N	H%	N	H%	N	H%	N	H%	N	H%	
Emphasis											
5.0 Skills Competency/Activities											
5.1 Plan and supervise outdoor activities											
5.1(a) Aide	11	24.5	22	48.9	11	24.4	1	2.2	45	100.0	2.0
5.1(b) Teacher Assistant	28	62.3	17	37.7	0	0.0	0	0.0	45	100.0	2.0
5.2 Plan and supervise art activities											
5.2(a) Aide	11	25.6	15	34.9	16	37.2	1	2.3	43	100.0	1.8
5.2(b) Teacher Assistant	29	64.5	12	26.7	4	8.8	0	0.0	45	100.0	2.6
5.3 Plan and supervise music activities											
5.3(a) Aide	7	15.9	15	34.0	21	47.8	1	2.3	44	100.0	1.6
5.3(b) Teacher Assistant	24	53.4	16	35.6	5	11.0	0	6.0	45	100.0	2.4
5.4 Plan and implement storytime activities											
5.4(a) Aide	10	22.3	20	44.4	14	31.1	1	2.2	45	100.0	1.9
5.4(b) Teacher Assistant	29	64.5	13	28.9	3	6.6	0	0.0	45	100.0	2.6
5.5 Plan and supervise language/science activities											
5.5(a) Aide	8	17.8	16	35.6	15	33.3	6	13.3	45	100.0	1.6
5.5(b) Teacher Assistant	21	46.8	18	40.0	3	6.6	3	6.6	45	100.0	2.3

Inventory of Knowledge, Skills, and Attitudes

Attitudinal Formation
(all groups)

II. General Attitudes

	Emphasis										
Weighting:	(3) Essential		(2) Important		(1) Desirable		(0) Not Necessary		Total		$\bar{X}$
	N	H%	N	H%	N	H%	N	H%	N	H%	
1.0 Attitudinal Attributes											
1.1 Ability to assume responsibility	34	75.6	10	22.2	1	2.2	0	0.0	45	100.0	2.7
1.2 Dependability	40	91.0	4	9.0	0	0.0	0	0.0	44	100.0	2.8
1.3 Adaptability	30	66.7	13	28.9	2	4.4	0	0.0	45	100.0	2.2
1.4 Motivation	29	65.9	15	34.1	2	4.4	0	0.0	44	100.0	2.7
1.5 Commitment to do a good job	38	84.5	7	15.5	0	0.0	0	0.0	45	100.0	2.8
1.6 Willingness to work with others	39	86.7	6	13.3	0	6.0	0	0.0	45	100.0	2.8
1.7 Defensive driver	10	22.7	8	18.1	6	13.7	20	45.5	45	100.0	1.6
1.8 Safety orientation	32	72.8	12	27.2	0	0.0	0	0.0	44	100.0	1.8
1.9 Quality consciousness	30	66.7	15	33.3	0	0.0	0	0.0	45	100.0	2.6
1.10 Grooming	14	31.1	30	66.7	0	0.0	0	0.0	45	100.0	2.2
1.11 Positive interview skills	7	15.8	24	59.6	12	27.4	1	2.2	44	100.0	1.8
1.12 Honesty/integrity	40	89.0	5	11.1	0	0.0	0	0.0	45	100.0	2.9
1.13 Goal setter	11	24.5	28	62.2	6	13.3	0	0.0	45	100.0	2.1
1.14 Loyalty: client and organization	27	61.5	14	31.7	2	4.5	1	2.3	44	100.0	2.5
1.15 Eager to learn	30	66.8	14	31.2	1	2.2	0	0.0	45	100.0	2.6
1.16 Eager to contribute	17	38.7	25	56.8	2	4.5	0	0.0	44	100.0	2.3
1.17 Finds solutions	18	40.0	24	53.3	3	6.7	0	0.0	45	100.0	2.3
1.18 Willing to do any reasonable job	31	72.1	12	27.9	0	0.0	0	0.0	43	100.0	2.7
1.19 Learn on own time	15	34.2	20	45.4	9	20.4	0	0.0	44	100.0	2.1
1.20 Self starter	16	37.2	25	58.2	2	4.6	0	0.0	43	100.0	2.3
1.21 Positive self concept	27	62.9	17	39.5	0	0.0	0	0.0	43	100.0	2.7
1.22 Pride in performance	27	62.8	16	37.2	0	0.0	0	0.0	43	100.0	2.6
1.23 Creativity	17	38.6	24	54.6	3	6.8	0	0.0	44	100.0	2.3
1.24 Ability to learn from mistake	27	62.8	16	37.2	0	0.0	0	0.0	43	100.0	2.6
1.25 Risk taker in appropriate situations	10	23.7	17	40.6	11	26.2	4	9.5	42	100.0	1.8
1.26 Tenacity	10	23.8	20	47.6	11	26.2	1	2.4	42	100.0	1.5
1.27 Drive	9	20.0	23	51.1	10	22.2	3	6.7	45	100.0	1.8
1.28 Planning skills	19	43.2	21	47.7	24	9.1	0	0.0	44	100.0	2.3
1.29 Willingness to ask for help	28	63.7	10	22.7	6	13.6	0	0.0	44	100.0	2.5
1.30 Trusting	31	70.5	10	22.7	3	6.8	0	0.0	44	100.0	2.6
1.31 Problem solving skills	28	63.6	14	31.9	2	4.5	0	0.0	44	100.0	2.6
1.32 Reasonable ambition	15	34.1	19	43.2	10	22.7	0	0.0	44	100.0	2.1
1.33 Ability to deal with set-backs	12	27.2	28	63.6	4	9.1	0	0.0	44	100.0	2.2
1.34 Willingness to share	27	61.4	15	34.1	2	4.5	0	0.0	44	100.0	2.6
1.35 Reasonable diagnostic skills in technical and social situations	9	21.4	25	59.5	7	16.7	1	2.9	42	100.0	2.0
1.36 Supportive of staff	31	70.4	12	27.3	1	2.3	0	0.0	44	100.0	2.7
1.37 Respect for client	35	83.3	7	16.7	0	0.0	0	0.0	42	100.0	2.0

Attitudinal Formation
(all groups)

II. General Attitudes

Weighting:	Emphasis (3) Essential N	H%	(2) Important N	H%	(1) Desirable N	H%	(0) Not Necessary N	H%	Total N	H%	$\bar{X}$
2.0 Attributes and Attitudes Specific to Entrepreneurship											
2.1 Creativity	27	62.8	14	32.6	2	4.6	0	0.0	43	100.0	2.6
2.2 Ability to learn from mistakes	29	67.5	14	32.5	0	0.0	0	0.0	43	100.0	2.7
2.3 Risk taker	23	53.6	14	32.5	4	9.3	2	4.6	43	100.0	2.3
2.4 Tenacity	22	48.9	22	48.9	1	2.2	0	0.0	45	100.0	2.5
2.5 Drive	23	53.5	18	41.9	2	4.6	0	1.0	43	100.0	2.5
2.6 Planning skills	26	61.8	15	35.8	1	2.4	0	0.0	42	100.0	2.6
2.7 Willingness to ask for help	26	60.5	15	34.9	2	4.6	0	0.0	43	100.0	2.6
2.8 Trusting	28	65.1	11	25.6	4	9.3	0	0.0	43	100.0	2.6
2.9 Problem solving skills	31	72.2	10	23.2	2	4.6	0	0.0	43	100.0	2.7
2.10 Reasonable ambition	22	52.4	13	30.9	7	16.7	0	0.0	42	100.0	2.4
2.11 Ability to deal with set-backs	27	62.8	12	27.9	4	27.9	4	9.3	43	100.0	1.9
2.12 Willingness to share	30	69.8	9	20.9	4	9.3	0	0.0	43	100.0	2.7
2.13 Diagnostic skills in technical and social situations	23	53.6	12	27.9	6	13.9	2	4.6	43	100.0	2.3
2.14 Supportive of subordinates and staff	36	83.8	6	13.9	1	2.3	0	0.0	43	100.0	2.8